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ABSTRACT

Project AFFIRM (African-American First Investment Return Module) was established at Evergreen Community College in fall 1989 as a comprehensive academic and support program to help African-American students achieve their college transfer or associate degree goals. AFFIRM courses combine career and economic prosperity components into life plan emphasizing higher educational goals and meeting real-world expectations. AFFIRM courses have the same content as traditional courses, but utilize non-traditional delivery and intervention strategies and are taught by culture-specific role model teachers. Supportive services include academic and personal counseling, tutoring, mentoring, economic literacy and self-esteem workshops, scholarships, and book and personal emergency loans. In fall 1992, 114 students were enrolled in six classes offered through Project AFFIRM: English Composition (English 1A); Fundamentals of Composition (English 104); Improvement of Writing (English 330); Fundamentals of Chemistry (Chemistry 15); College Study Techniques (Guidance 95); and Algebra I (Mathematics 12). In comparison to other African-American students taking the same courses, AFFIRM students tended to have a higher success rate (46% vs. 41%). AFFIRM students had a noticeably higher success rate (53%) than non-AFFIRM African-American students (15%) in English 104, but a lower success rate in English 1A (34% vs. 62%), Mathematics 12 (39% vs. 41%), and Guidance 95 (62% vs 67%). Over seven semesters, the total success rate for AFFIRM students in English 330 was 47%, compared to other English 330 African-American students who had a success rate of 40%. (KP)

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ED 376 879

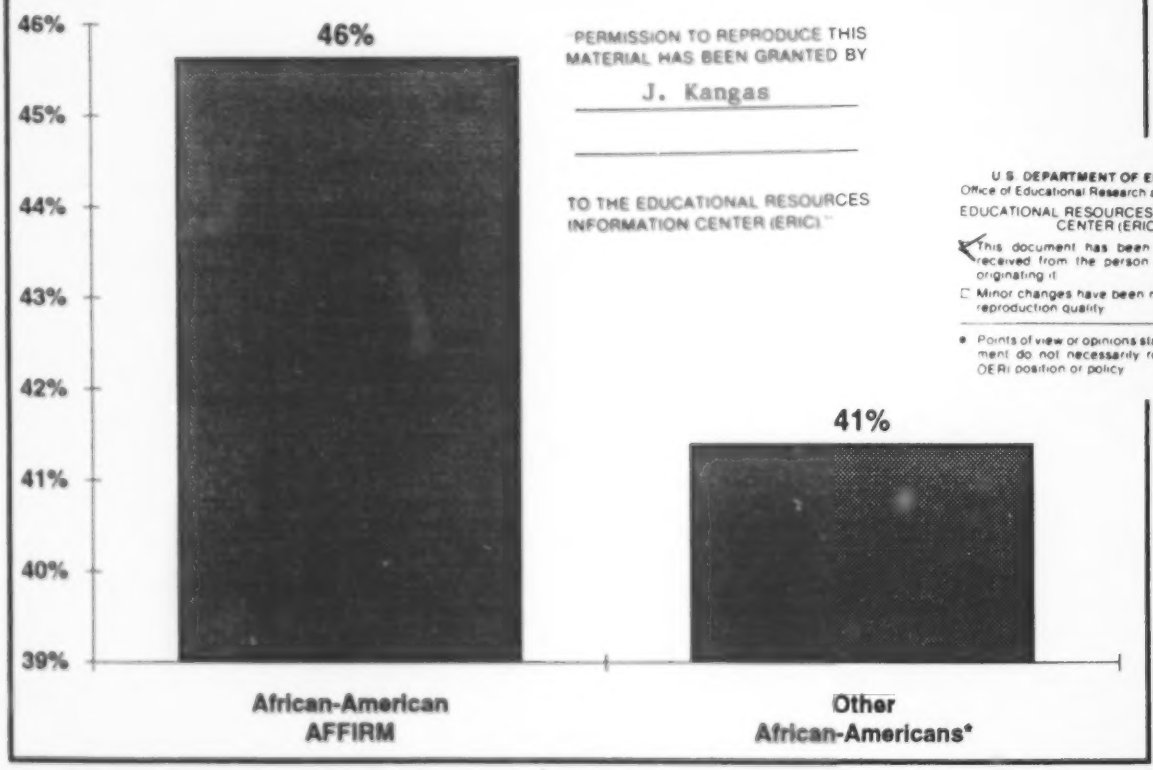
EVERGREEN VALLEY COLLEGE

SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

Success Rates for African-American AFFIRM Students Compared to Other African-Americans in the Same Courses

Fall 1992

Overall Success Rate



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* minus African-American AFFIRM students

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BACKGROUND
&
ACKNOWLEDGEMENTS

Definitions

Success (Suc) = A + B + C + CR grades

Source Documents

SJ/ECCD Ethnic Grade Distribution Report (#5L2001 FALL 92)

Project Author

Dr. Jon Kangas
Mission, History and Program Narrative by Anita Collins

Data Collection and Document Preparation

Susan Gies, Program Assistant

Evergreen Valley College
AFFIRM Success Story

by Jon Kangas
4/5/93

Mission

The mission of the Project AFFIRM Program is to address the educational crisis by providing academic and personal support that will significantly increase graduation and transfer rates of African-American students.

History

Project AFFIRM (*African-American First Investment Return Module*) was established in Fall of 1989 in an attempt to address the widespread educational crisis specifically pertaining to African-American students. It is a comprehensive academic and support program designed to assist African-American students in building their self-esteem and in preparing these students for college transfer and/or for graduating with an AA/AS degree. The program's philosophy is that the classroom experience is less rewarding to these students if they are not exposed to and/or involved in a variety of specialized learning strategies and supportive learning environments. It is also evident that all students, and particularly students who are academically underprepared, learn best in a supportive community. Therefore, integration and participation in supportive learning environments are pertinent to the learning and retention of all students, especially the underprepared.

The Program

Courses in the program combine career and economic prosperity components into a successful life survival plan of action and towards higher educational goals. Career and financial management training are combined with general education courses to enhance the students' knowledge of what is expected in the real world.

The program has served approximately 400 African-American students. With an increasing number of students participating in the project, it has grown into a comprehensive program.

Students enrolled in the program have culture-specific role model teachers for instruction. Courses have the same content as other campus courses taught in a traditional mode, but the AFFIRM courses utilize non-traditional delivery and intervention strategies. Program aides are in the classroom to provide extra assistance to the students.

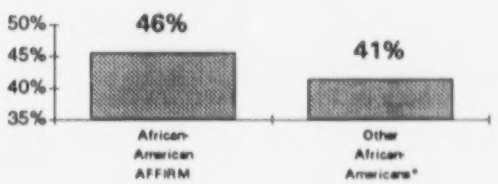
In Fall 1992, Project AFFIRM offered six classes:

English 1A	-	English Composition
English 104	-	Fundamentals of Composition
English 330	-	Improvement of Writing
Chemistry 15	-	Fundamentals of Chemistry
Guidance 95	-	College Study Techniques
Mathematics 12	-	Algebra I

Supportive Services Provided by the Project AFFIRM Program:

- → academic and personal counseling
- → tutoring
- → mentoring
- → economic literacy and self-esteem workshops
- → scholarships, book and personal emergency loans

Overall Success Rates
Fall 1992



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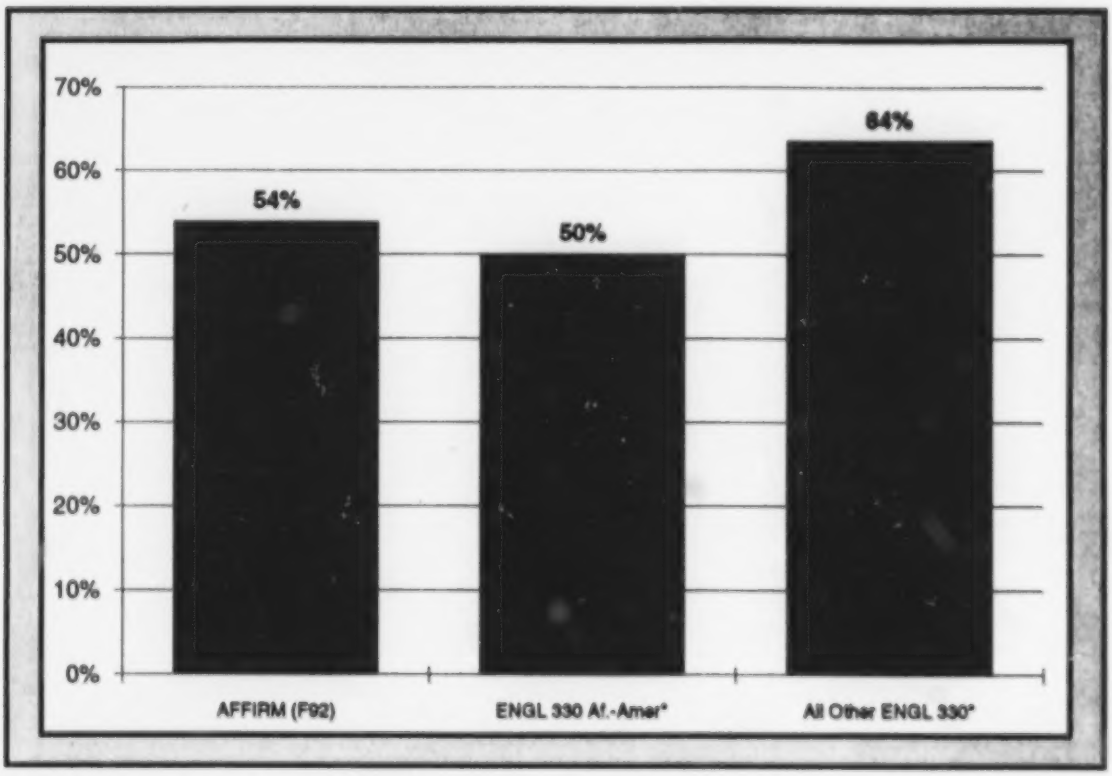
Success Rates of African-American AFFIRM Students in English 330

Compared to All English 330 African-Americans and All Other English 330 Students

Fall 1992

Group	Tot	Suc	Suc
AFFIRM (F92)	13	7	54%
ENGL 330 Af.-Amer*	10	5	50%
All Other ENGL 330*	299	190	64%

*minus African-American Affirm students



Comment: African-American AFFIRM students in English 330 had a slightly higher success rate at 54% than the 50% success rate for all other African-Americans taking English 330.

Key:

AFFIRM (F92) = African-American AFFIRM students in English 330 for Fall 1992
ENGL 330 Af.-Amer.* = All English 330 African-Americans minus African-American AFFIRM students
All Other ENGL 330* = All English 330 students minus African-American AFFIRM students

Evergreen Valley College

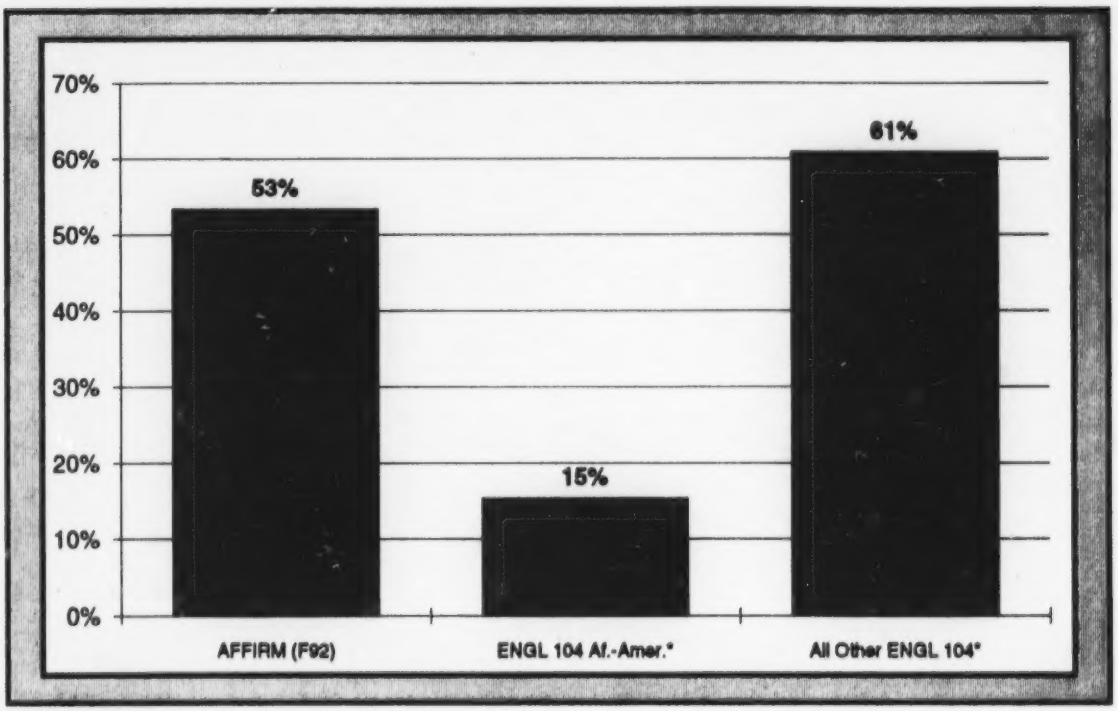
Success Rates of African-American AFFIRM Students in English 104

Compared to All English 104 African-Americans and All Other English 104 Students

Fall 1992

Group			
AFFIRM (F92)	15	8	53%
ENGL 104 Af.-Amer.*	26	4	15%
All Other ENGL 104*	432	263	61%

*minus African-American AFFRIM students



Comment: English 104 (one level below English Composition) African-American AFFIRM students had a much higher success rate of 53% compared to 15% for all other English 104 African-Americans.

Key:

AFFIRM (F92) = African-American AFFIRM students in English 104 for Fall 1992
ENGL 104 Af.-Amer.* = All English 104 African-Americans minus African-American AFFIRM students
All Other ENGL 104* = All English 104 minus African-American AFFIRM students

Evergreen Valley College

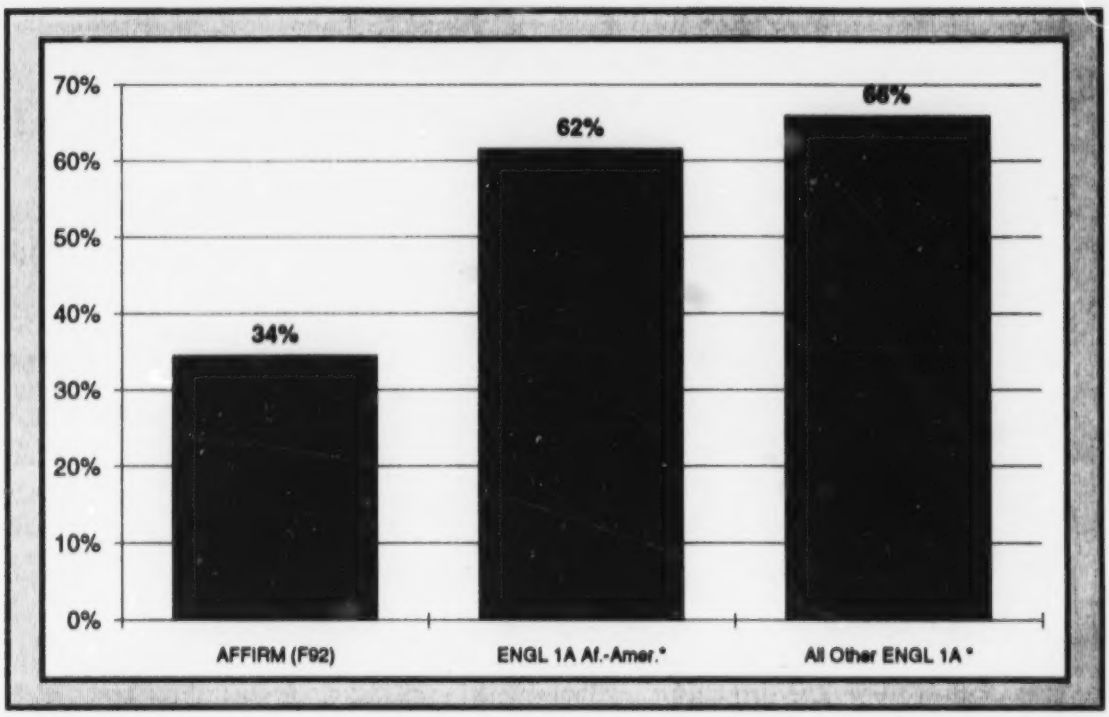
Success Rates of African-American AFFIRM Students in English 1A

Compared to All English 1A African-Americans and All Other English 1A Students

Fall 1992

Group	[illegible]	[illegible]	[illegible]
AFFIRM (F92)	29	10	34%
ENGL 1A Af.-Amer.*	26	16	62%
All Other ENGL 1A *	709	467	66%

*minus African-American AFFIRM Students



Comment: African-American AFFIRM English 1A students were less successful at 34% than other African-Americans students in English 1A at 62% . The reason is unclear.

Key:

AFFIRM (F92) = African-American AFFIRM students in English 1A for Fall 1992
ENGL 1A Af.-Amer.* = English 1A African-Americans minus African-American AFFIRM students
All Other ENGL 1A* = All English 1A students minus African-American AFFIRM students

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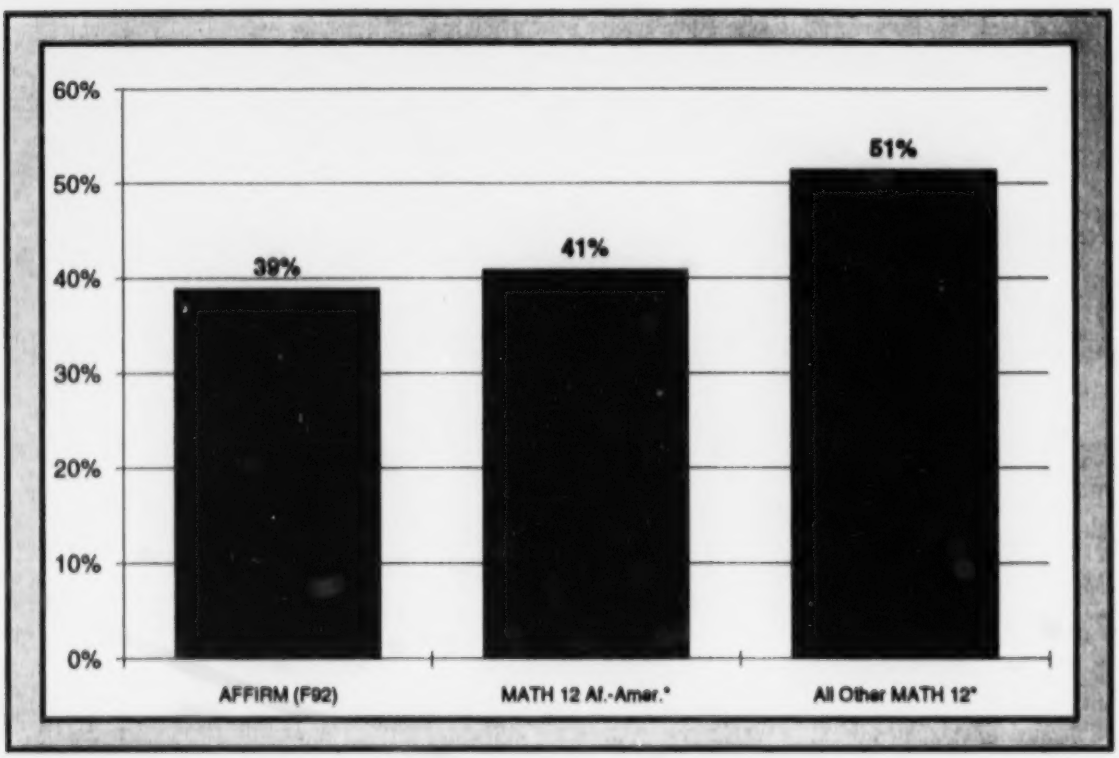
Success Rates of African-American AFFIRM Students in Math 12 (Algebra)
Compared to All Math 12 African-Americans and All Other Math 12 Students
Fall 1992

Group	Total	Passed	Success
AFFIRM (F92)	18	7	39%
MATH 12 Af.-Amer.*	22	9	41%
All Other MATH 12*	486	250	51%

* minus African-American AFFIRM students



Comment: The AFFIRM African-American Algebra (MATH 12) students did about the same as other African-Americans students in MATH 12.

Key:

AFFIRM (F92) = African-American AFFIRM students in Math 12 for Fall 1992
MATH 12 Af.-Amer.* = All Math 12 African-Americans minus African-American AFFIRM students
All Other MATH 12* = All Math 12 students minus African-American AFFIRM students

Evergreen Valley College

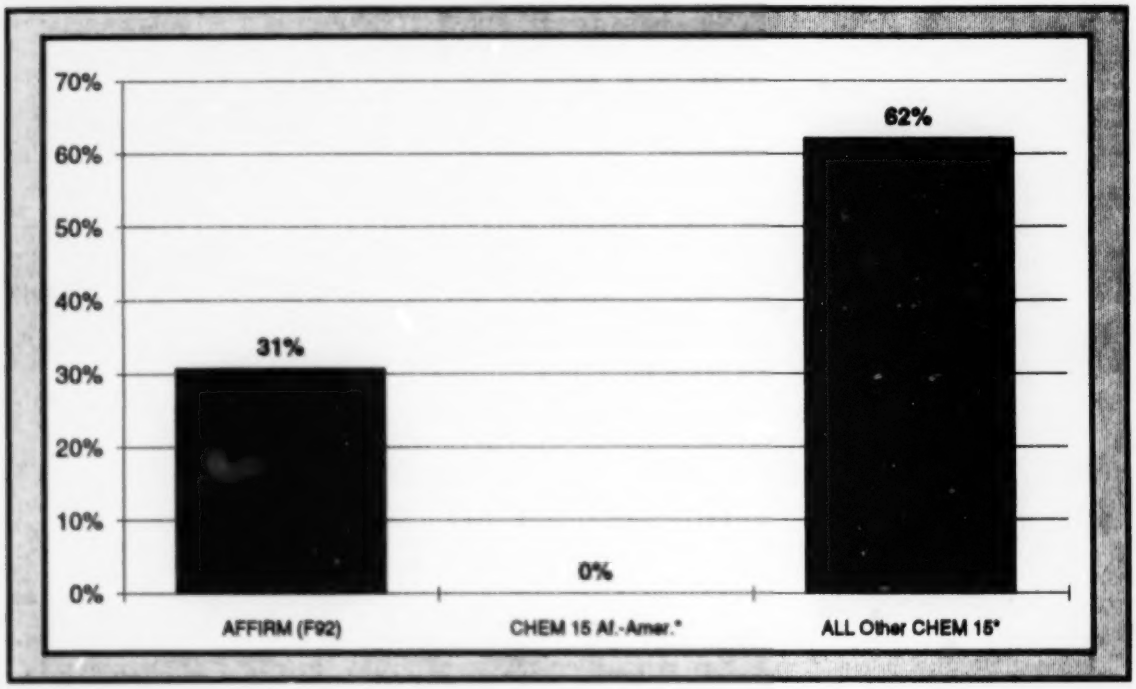
Success Rates of African-American AFFIRM Students in CHEM 15

Compared to All CHEM 15 African Americans and All Other CHEM 15 Students

Fall 1992

Group	Total	[illegible]	Success
AFFIRM (F92)	13	4	31%
CHEM 15 Af.-Amer.*	0	0	0%
ALL Other CHEM 15*	95	59	62%

*minus African-American AFFIRM students



Comment: African-American AFFIRM students in Chemistry 15 had a success rate far below that of other Chemistry 15 students (31% to 62%). A low N of 13 does not give stable results; more research will be needed.

Fall 1992 was the first semester that Chemistry 15 was offered in the AFFIRM program. Although African-American AFFIRM students had a lower success rate than other Chemistry 15 students in Fall 1992, progress has been made by increasing enrollment of African-Americans in Chemistry 15 by over 200% from Spring 1992 to Fall 1992.

Key:

AFFIRM (F92) = African-American AFFIRM students in CHEM 15 for Fall 1992
CHEM 15 Af.-Amer.* = All CHEM 15 African-Americans minus African-American AFFIRM students
All Other CHEM 15* = All CHEM 15 minus African-American AFFIRM students

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Evergreen Valley College

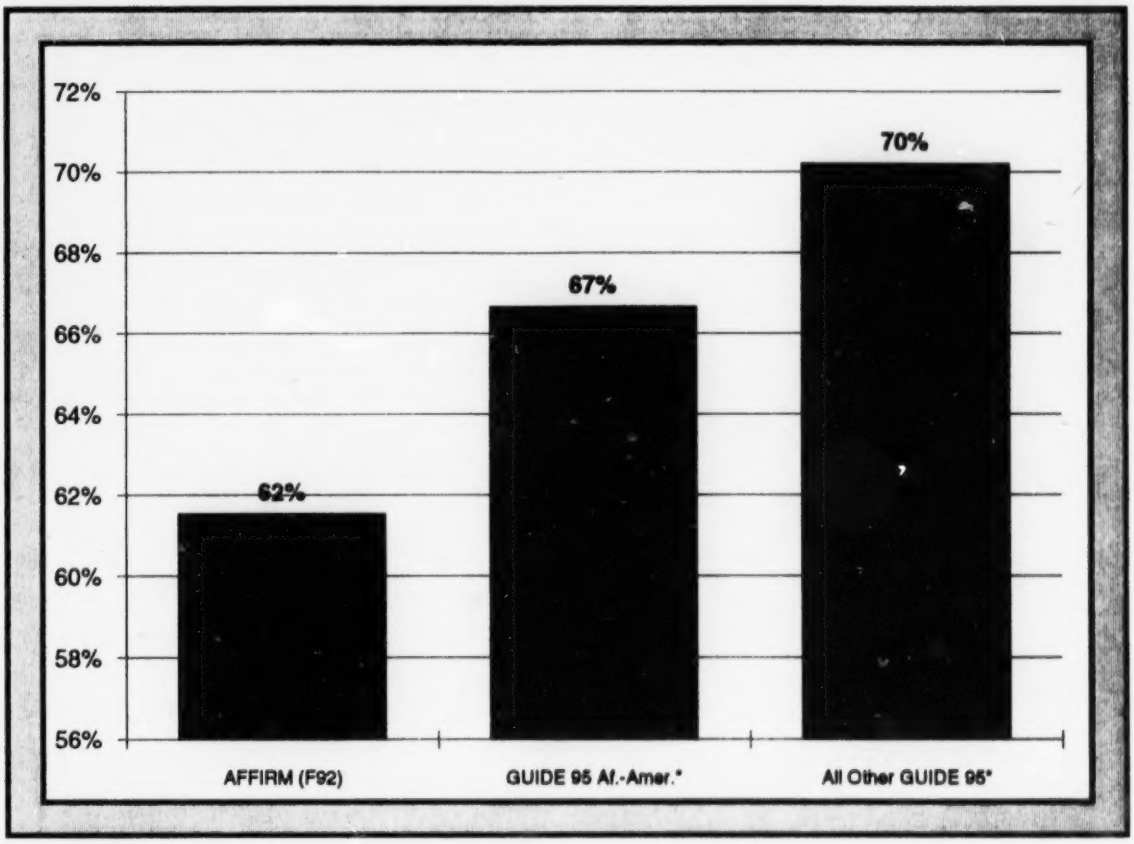
Success Rates of African-American AFFIRM Students in GUIDE 95

Compared to All GUIDE 95 African-Americans and All Other GUIDE 95 Students

Fall 1992

Group	Tot #	Suc	Su
AFFIRM (F92)	26	16	62%
GUIDE 95 Af.-Amer.*	3	2	67%
All Other GUIDE 95*	47	33	70%

*minus African-American AFFIRM students



Comment: African-American AFFIRM students in GUIDE 95 had a lower success rate at 62% than all other GUIDE 95 African-Americans (67%), and all other GUIDE 95 students at 70%.

Key:

AFFIRM (F92) = African-American AFFIRM students in GUIDE 95 for Fall 1992
GUIDE 95 Af.-Amer.* = All GUIDE 95 African-Americans minus African-American AFFIRM students
All Other GUIDE 95* = All GUIDE 95 minus African-American AFFIRM students

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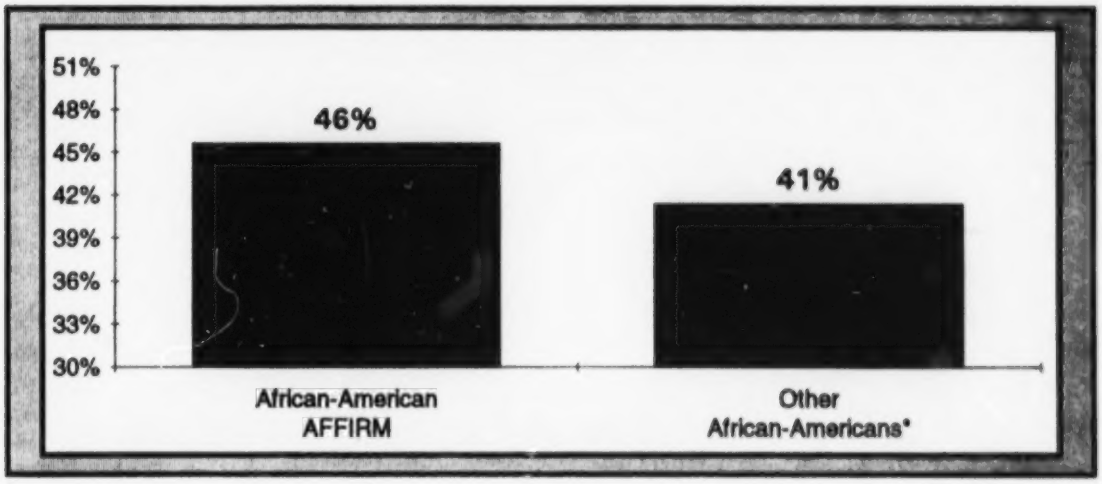
Evergreen Valley College

Overall Success Rates for African-American AFFIRM Students Compared to Other African-Americans in the Same Courses

Fall 1992

Group	African American AFFIRM			Other African Americans*		
	Tot #	Suc	Suc %	Tot #	Suc	Suc %
English 330	13	7	54%	10	5	50%
English 104	15	8	53%	26	4	15%
English 1A	29	10	34%	26	16	62%
Math 12	18	7	39%	22	9	41%
CHEM 15	13	4	31%	0	0	0%
GUIDE 95	26	16	62%	3	2	67%
Total	114	52	46%	87	36	41%

*minus African-American AFFIRM students



Comment: The overall success rate of African-American AFFIRM students in six AFFIRM sections was 46% compared to 41% for African-Americans in non-AFFIRM comparison sections. These are encouraging results.

There was a notably higher success rate of African-American AFFIRM students in English 104 in Fall 1992 compared to other African-Americans in English 104 (53% to 15%).

In the case of English 1A, however, the other African-Americans outside of the AFFIRM program had a much higher 62% success rate. It would be worth trying to determine why they were so successful. Was it a selection factor, an intervention, or chance?

Note: Caution should be taken in interpreting the results because of the low numbers.

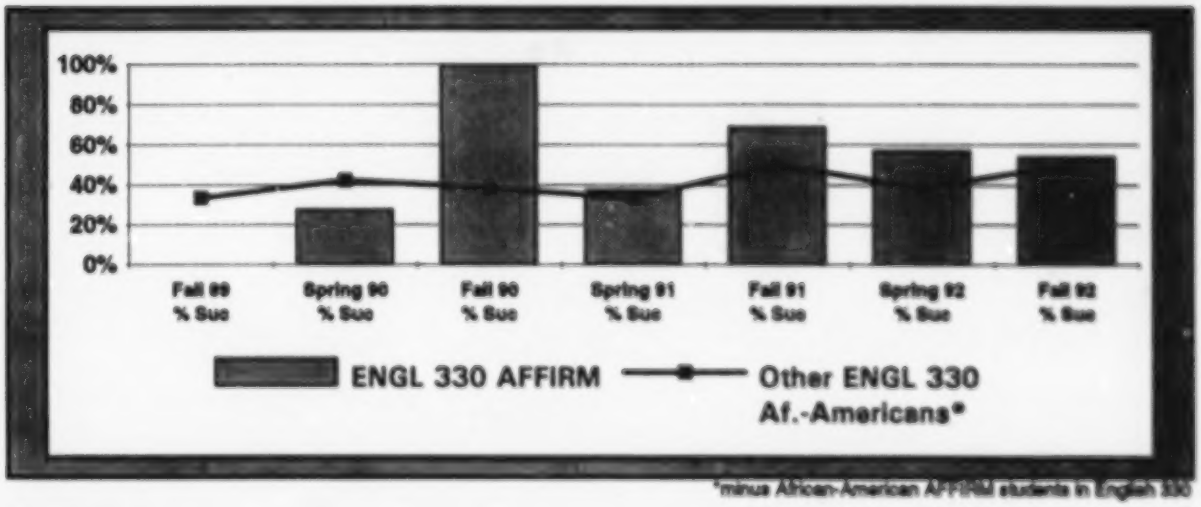
Evergreen Valley College

Success Rates of African-American AFFIRM Students in English 330 Compared to Other African-Americans in English 330 Over Seven Semesters

Fall 1989 through Fall 1992

Question: What number and percent of African-American AFFIRM students succeeded in English 330 from Fall 1989 through Fall 1992 compared to other African-Americans in English 330?

Group	Fall 89 % Suc	Spring 90 % Suc	Fall 90 % Suc	Spring 91 % Suc	Fall 91 % Suc	Spring 92 % Suc	Fall 92 % Suc	
Total# (#Suc)	11 (0)	11 (3)	3 (3)	8 (3)	16 (11)	7 (4)	13 (7)	72 (34)
ENGL 330 AFFIRM	0%	27%	100%	38%	69%	57%	54%	
Total# (#Suc)	24 (8)	26 (11)	26 (10)	21 (7)	26 (13)	26 (10)	10 (5)	159 (64)
Other ENGL 330 Af.-Americans*	33%	42%	38%	33%	50%	38%	50%	



*minus African-American AFFIRM students in English 330

Answer: Over 7 semesters, the total success rate for African-American AFFIRM students in English 330 was 47% compared to other English 330 African-Americans at 40%.

In 5 of the 7 semesters, the African-American AFFIRM students in English 330 had a higher success rate than the other English 330 African-Americans. Most individual AFFIRM sections had small numbers of African-American AFFIRM, therefore, caution should be used in generalizing from data for a single semester's comparisons.

Key:

ENGL 330
AFFIRM = African-American AFFIRM students in English 330

Other ENGL 330
Af.-Americans* = All African-American students in English 330 minus African-American AFFIRM students

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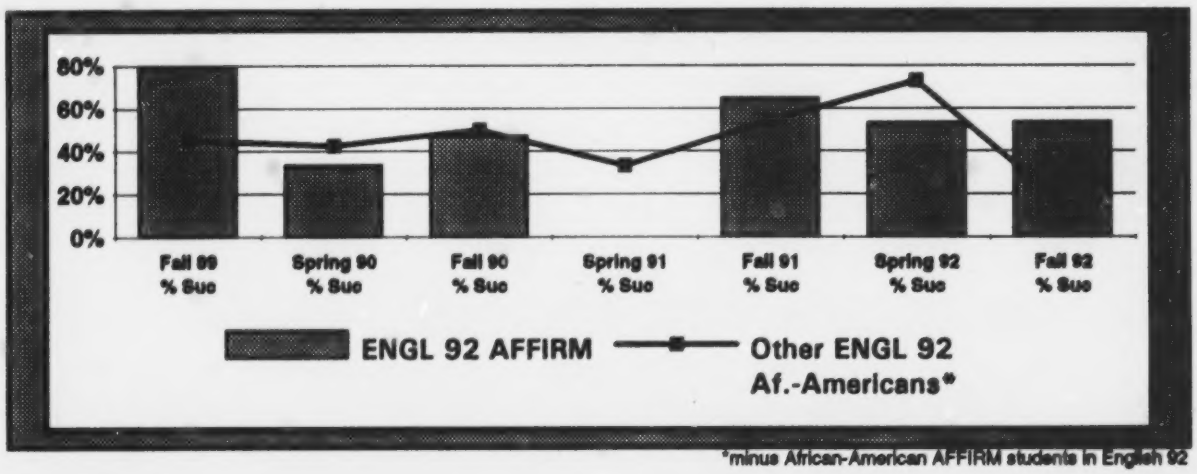
Evergreen Valley College

Success Rates of African-American AFFIRM Students in English 92 Compared to Other African-Americans in English 92 Over Seven Semesters

Fall 1989 through Fall 1992

Question: What number and percent of African-American AFFIRM students succeeded in English 92 from Fall 1989 through Fall 1992 compared to other African-Americans in English 92?

Group	Fall 89 % Suc	Spring 90 % Suc	Fall 90 % Suc	Spring 91 % Suc	Fall 91 % Suc	Spring 92 % Suc	Fall 92 % Suc	
Total# (#Suc)	14 (11)	6 (2)	17 (8)	0 (0)	14 (9)	17 (9)	15 (8)	83 (47)
ENGL 92 AFFIRM	79%	33%	47%	N/A	64%	53%	53%	
Total# (#Suc)	40 (18)	40 (17)	46 (23)	21 (7)	24 (13)	22 (16)	26 (4)	219 (98)
Other ENGL 92 Af.-Americans*	45%	43%	50%	33%	54%	73%	15%	



*minus African-American AFFIRM students in English 92

Answer: Over 7 semesters, the total success rate for African-American AFFIRM students in English 92 was 57% compared to other English 92 African-Americans at 45%.

In 3 of the 6 semesters, the African-American AFFIRM students in English 92 had a higher success rate than the other English 92 African-Americans. Most individual AFFIRM sections had small numbers of African-American AFFIRM, therefore, caution should be used in generalizing from data for a single semester's comparisons.

Key:

ENGL 92
AFFIRM = African-American AFFIRM students in English 92

Other ENGL 92
Af.-Americans* = All African-American students in English 92 minus African-American AFFIRM students

Note: English 92 was not offered in Spring 1991, and English 92 in Fall 1992 changed to English 104 with a lab.

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